



# State of New Jersey 2014-15

## OVERVIEW

HUDSON  
BAYONNE CITY

GRADE SPAN PK-08

17-0220-040  
JOHN M. BAILEY #12  
75 WEST 10TH STREET  
BAYONNE, NJ 07002

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

### DEMOGRAPHIC INFORMATION

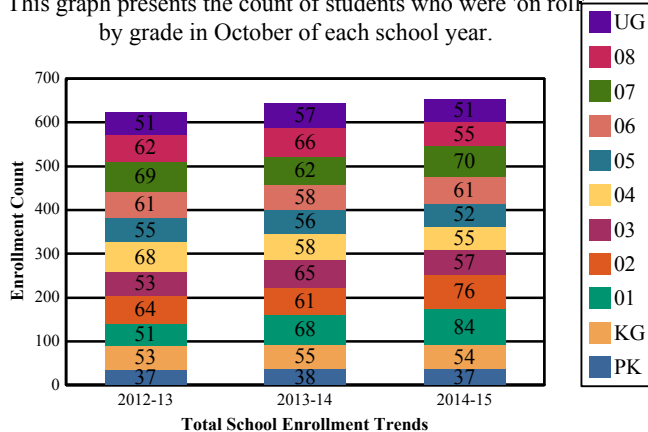
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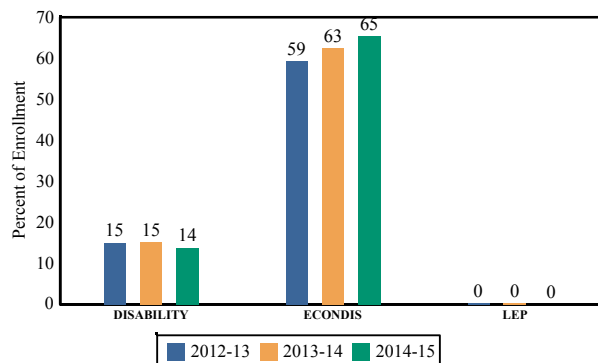
### Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



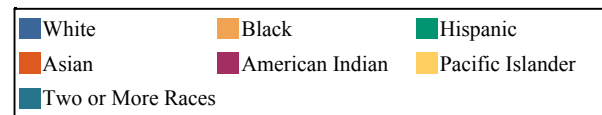
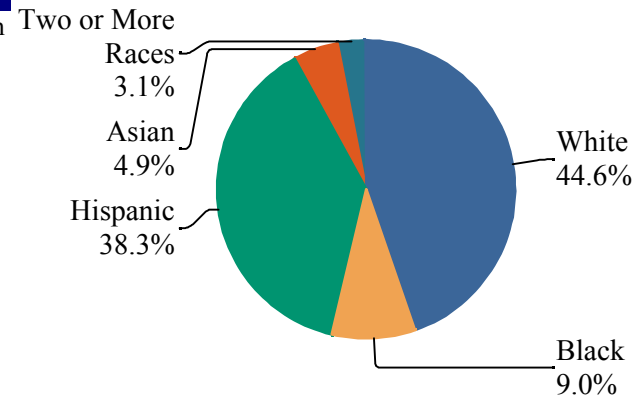
### Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



### Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



### Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

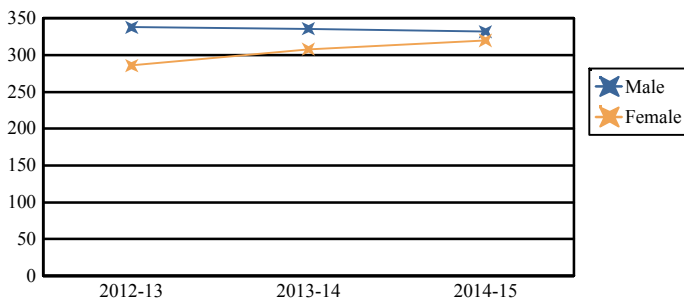
2014-15	Percent
English	78.1%
Spanish	10.1%
Arabic	7.4%
Urdu	0.8%
Elamite	0.5%
Russian	0.5%
Other	2.6%

### Total School Enrollment

2012-13	624
2013-14	644
2014-15	652

### Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	338	286
2013-14	336	308
2014-15	332	320

### Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	90	14%
Economically Disadvantaged Students	427	65.5%
English Language Learners	0	0.0%

**ACADEMIC ACHIEVEMENT**

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	<b>47%</b>	<b>84</b>	<b>47</b>
Math Met or Exceeded Expectation	<b>39%</b>		

**ESEA Waiver - English Language Arts/Literacy**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	279	47.3%	95%	78.8%	<b>NO</b>
White	116	50.8%	95%	75.3%	<b>NO</b>
African American	-	-	--	--	--
Hispanic	111	41.4%	95%	79.7%	<b>NO</b>
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	34	11.8%	95%	70.6%	<b>NO</b>
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	175	41.7%	95%	80.8%	<b>NO</b>

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	278	39.2%	95%	78.4%	NO
White	116	50.9%	95%	74.9%	NO
African American	-	-	--	--	--
Hispanic	110	29.1%	95%	79.2%	NO
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	174	37.3%	95%	80.1%	NO

YES\* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations <i>(Max. 850)</i>

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PARCC ELA Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	58	748	744	12%	17%	21%	40%	10%	50%	44%
White	22	761	753	5%	9%	23%	50%	14%	64%	55%
African American	-	-	725	-	-	-	-	-	-	26%
Hispanic	25	728	727	20%	24%	24%	32%	0%	32%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	38	734	724	16%	24%	26%	32%	3%	34%	24%

PARCC ELA Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	54	753	751	6%	19%	20%	43%	13%	56%	52%
White	25	750	758	4%	28%	20%	32%	16%	48%	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	20	747	737	10%	15%	25%	45%	5%	50%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	32	746	734	9%	25%	19%	38%	9%	47%	31%

PARCC ELA Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	32	741	751	13%	22%	22%	44%	0%	44%	53%
White	13	751	757	0%	31%	15%	54%	0%	54%	62%
African American	-	-	734	-	-	-	-	-	-	31%
Hispanic	11	735	737	27%	0%	36%	36%	0%	36%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	20	739	734	20%	10%	30%	40%	0%	40%	31%



PARCC ELA Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	48	744	749	4%	8%	44%	44%	0%	44%	50%
White	15	744	755	0%	13%	47%	40%	0%	40%	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	25	745	736	8%	4%	36%	52%	0%	52%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	-	-	770	-	-	-	-	-	-	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	-	-	718	-	-	-	-	-	-	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	34	741	733	6%	9%	44%	41%	0%	41%	30%

PARCC ELA Performance Distribution - Grade - 07

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	38	738	750	18%	8%	34%	32%	8%	39%	53%
White	19	740	757	21%	0%	42%	21%	16%	37%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	13	737	736	15%	15%	23%	46%	0%	46%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	-	-	777	-	-	-	-	-	-	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	-	-	713	-	-	-	-	-	-	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	21	738	733	14%	10%	38%	29%	10%	38%	33%

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PARCC ELA Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	49	746	750	8%	16%	29%	41%	6%	47%	53%
White	22	754	757	5%	14%	23%	50%	9%	59%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	17	738	735	12%	18%	41%	29%	0%	29%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	-	-	778	-	-	-	-	-	-	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	-	-	713	-	-	-	-	-	-	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	30	747	732	10%	13%	27%	47%	3%	50%	34%

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PARCC MATH - Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	58	751	746	2%	19%	26%	48%	5%	53%	46%
White	22	764	752	0%	5%	14%	77%	5%	82%	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	25	732	733	4%	32%	40%	24%	0%	24%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	38	741	730	0%	29%	34%	34%	3%	37%	26%

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PARCC MATH - Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	53	749	744	0%	13%	42%	38%	8%	45%	42%
White	25	751	749	0%	16%	40%	36%	8%	44%	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	19	744	732	0%	11%	42%	42%	5%	47%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	31	747	730	0%	13%	48%	32%	6%	39%	23%

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PARCC MATH - Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	32	739	744	13%	25%	28%	34%	0%	34%	42%
White	13	747	749	8%	23%	23%	46%	0%	46%	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	11	737	733	18%	18%	27%	36%	0%	36%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	20	737	731	15%	25%	30%	30%	0%	30%	23%

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**PARCC MATH - Performance Distribution - Grade - 06**

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Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	48	740	743	4%	21%	33%	42%	0%	42%	42%
White	15	753	749	0%	7%	27%	67%	0%	67%	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	25	734	731	8%	28%	32%	32%	0%	32%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	-	-	768	-	-	-	-	-	-	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	-	-	718	-	-	-	-	-	-	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	34	740	729	6%	18%	32%	44%	0%	44%	23%

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PARCC MATH - Performance Distribution - Grade - 07

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	38	730	740	13%	21%	39%	26%	0%	26%	38%
White	19	736	745	11%	16%	42%	32%	0%	32%	46%
African American	-	-	725	-	-	-	-	-	-	17%
Hispanic	13	720	730	23%	23%	31%	23%	0%	23%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	-	-	760	-	-	-	-	-	-	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	-	-	715	-	-	-	-	-	-	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	21	733	728	10%	19%	38%	33%	0%	33%	21%



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PARCC MATH - Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	726	-	-	-	-	-	-	24%
White	-	-	732	-	-	-	-	-	-	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	-	-	721	-	-	-	-	-	-	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	-	-	719	-	-	-	-	-	-	17%

**ACADEMIC ACHIEVEMENT**

HUDSON  
BAYONNE CITY

GRADE SPAN PK-08

17-0220-040  
JOHN M. BAILEY #12  
75 WEST 10TH STREET  
BAYONNE, NJ 07002

**PARCC ALGEBRA I - Performance Distribution**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	17	760	740	0%	0%	29%	71%	0%	71%	40%
White	12	758	746	0%	0%	33%	67%	0%	67%	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	12	762	725	0%	0%	17%	83%	0%	83%	21%

### 2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>  
 Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>  
 Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>  
 Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

#### Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

ACADEMIC ACHIEVEMENT

HUDSON  
BAYONNE CITY

GRADE SPAN PK-08

17-0220-040  
JOHN M. BAILEY #12  
75 WEST 10TH STREET  
BAYONNE, NJ 07002

NJASK Results - Science Grade Level - 04

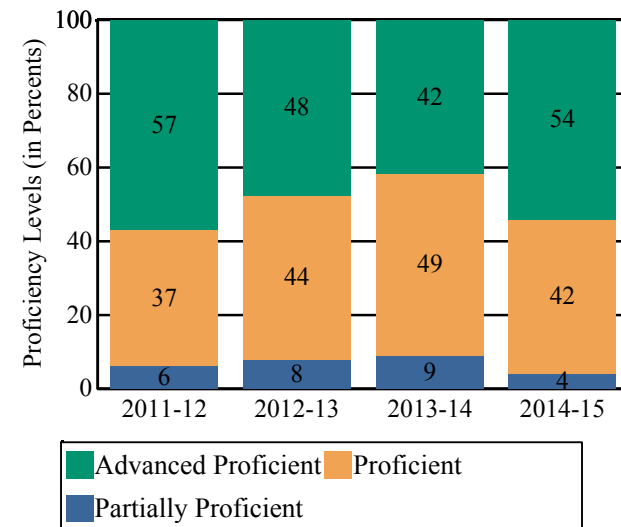
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	54%	42%	4%
White	50%	46%	4%
African American	-	-	-
Hispanic	56%	39%	6%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	45%	48%	7%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



ACADEMIC ACHIEVEMENT

HUDSON  
BAYONNE CITY

GRADE SPAN PK-08

17-0220-040  
JOHN M. BAILEY #12  
75 WEST 10TH STREET  
BAYONNE, NJ 07002

NJASK Results - Science Grade Level - 08

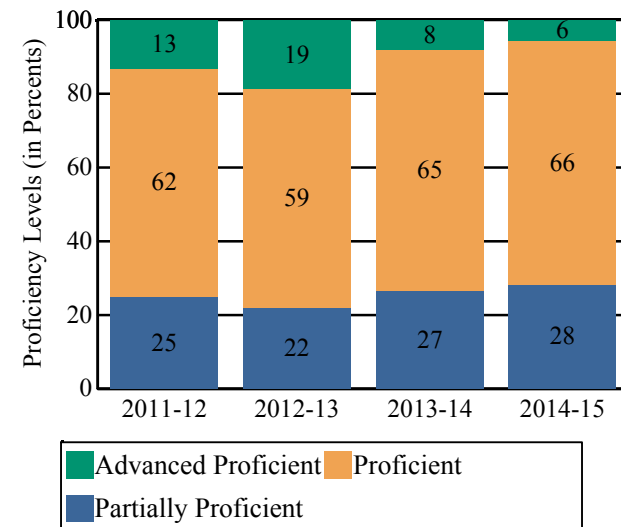
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	6%	66%	28%
White	12%	77%	12%
African American	-	-	-
Hispanic	0%	65%	35%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	6%	65%	29%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



**COLLEGE AND CAREER READINESS**

HUDSON  
BAYONNE CITY

GRADE SPAN PK-08

17-0220-040  
JOHN M. BAILEY #12  
75 WEST 10TH STREET  
BAYONNE, NJ 07002

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary and middle schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days. Also presented is the percentage of students participating in Visual and Performing Arts coursework and Algebra I course outcomes.

**Algebra I Course Enrollment**

This table presents the count of students in this school who were reported in the Algebra I course code in NJSMART and the count of students who took the Algebra I test of PARCC.

Algebra I Enrollment Count	Algebra I PARCC Test Count
18	17

**Algebra I Test Taking**

This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
100.0%	70.6%

- Data Suppressed to protect the confidentiality of students

## COLLEGE AND CAREER READINESS

HUDSON  
BAYONNE CITY

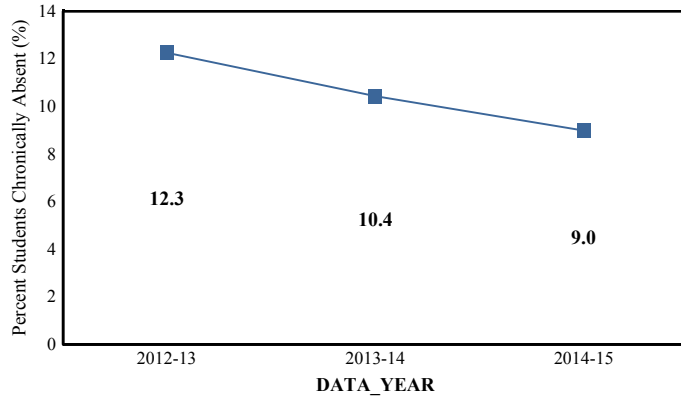
State of New Jersey  
2014-15

GRADE SPAN PK-08

17-0220-040  
JOHN M. BAILEY #12  
75 WEST 10TH STREET  
BAYONNE, NJ 07002

### Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

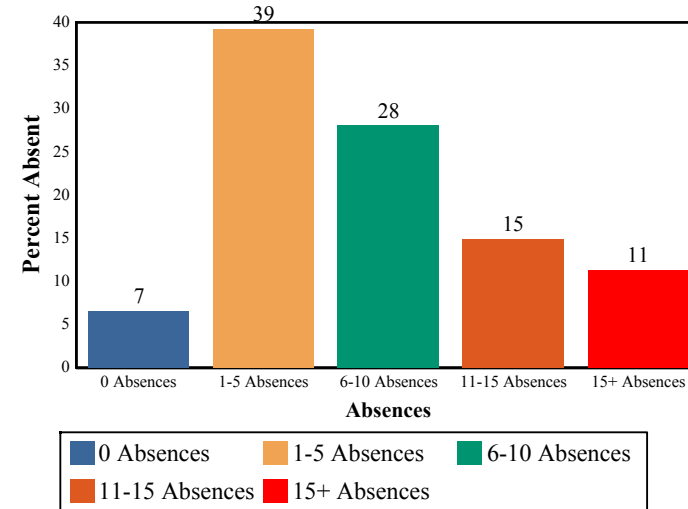


**Chronic Absenteeism for 2014-15**

**8.99%**

### Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1 - 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	N/R	3.9%
Music	38.7%	66.0%
Visual Arts	100.0%	71.1%
Total: All Visual and Performing Arts	100.0%	89.8%

N/R - Data Not Reported



**STUDENT GROWTH**

HUDSON  
BAYONNE CITY

GRADE SPAN PK-08

17-0220-040  
JOHN M. BAILEY #12  
75 WEST 10TH STREET  
BAYONNE, NJ 07002

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	47	59	43	35	YES
Student Growth on Math	48	62	50	35	YES
		61	47		100%

**Student Growth**

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	7%	1%	0%
Partially Met	9%	4%	2%
Approached	10%	13%	7%
Met	8%	19%	14%
Exceeded	0%	0%	5%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	6%	1%	0%
Partially Met	13%	7%	3%
Approached	12%	13%	11%
Met	6%	11%	14%
Exceeded	0%	0%	2%

**Low Growth** is defined as an Student Growth Percentile score less than 35.

**Typical Growth** is defined as an Student Growth Percentile score between 35 and 65.

**High Growth** is defined as a Student Growth Percentile score higher than 65.

**WITHIN SCHOOL ACHIEVEMENT GAP**

HUDSON  
BAYONNE CITY

GRADE SPAN PK-08

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

**Grade Level - 03**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	836	850
75th	774	770
50th	752	743
25th	716	715
0th	652	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	58	55

**Grade Level - 03**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	815	850
75th	770	767
50th	752	745
25th	729	722
0th	694	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	45

**WITHIN SCHOOL ACHIEVEMENT GAP**

HUDSON  
BAYONNE CITY

GRADE SPAN PK-08

17-0220-040  
JOHN M. BAILEY #12  
75 WEST 10TH STREET  
BAYONNE, NJ 07002

**Grade Level - 04**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	815	850
75th	774	773
50th	753	750
25th	726	728
0th	694	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	45

**Grade Level - 05**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	791	850
75th	768	773
50th	749	751
25th	716	728
0th	680	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	52	45

**Grade Level - 04**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	808	850
75th	760	764
50th	746	742
25th	732	721
0th	699	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	28	43

**Grade Level - 05**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	786	850
75th	764	763
50th	745	743
25th	717	723
0th	674	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	47	40

**WITHIN SCHOOL ACHIEVEMENT GAP**

HUDSON  
BAYONNE CITY

GRADE SPAN PK-08

17-0220-040  
JOHN M. BAILEY #12  
75 WEST 10TH STREET  
BAYONNE, NJ 07002

**Grade Level - 06**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	783	850
75th	759	770
50th	745	749
25th	729	726
0th	667	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	44

**Grade Level - 07**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	798	850
75th	759	776
50th	740	751
25th	718	724
0th	655	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	52

**Grade Level - 06**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	775	850
75th	753	763
50th	740	742
25th	724	721
0th	696	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	29	42

**Grade Level - 07**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	778	850
75th	749	759
50th	732	740
25th	708	720
0th	656	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	39

**WITHIN SCHOOL ACHIEVEMENT GAP**

HUDSON  
BAYONNE CITY

GRADE SPAN PK-08

17-0220-040  
JOHN M. BAILEY #12  
75 WEST 10TH STREET  
BAYONNE, NJ 07002

**Grade Level - 08**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	805	850
75th	767	777
50th	747	751
25th	725	723
0th	666	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	42	54

**Grade Level - 08**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	N/A	850
75th	N/A	748
50th	N/A	726
25th	N/A	704
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	44

# SCHOOL CLIMATE

HUDSON  
BAYONNE CITY

## State of New Jersey 2014-15

GRADE SPAN PK-08

17-0220-040  
JOHN M. BAILEY #12  
75 WEST 10TH STREET  
BAYONNE, NJ 07002

### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 40 Mins.

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	4.6%

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 35 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	13
Administrators	326

**SCHOOL PEER GROUP**

**HUDSON  
BAYONNE CITY**

**GRADE SPAN PK-08**

**17-0220-040  
JOHN M. BAILEY #12  
75 WEST 10TH STREET  
BAYONNE, NJ 07002**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	BUENA REGIONAL	<b>BUENA REGIONAL MIDDLE SCHOOL</b>	01-0590-030	06-08	59%	0.2%	22.7%
ATLANTIC	GALLOWAY TWP	<b>GALLOWAY TOWNSHIP MIDDLE SCHOOL</b>	01-1690-016	07-08	53.3%	1%	17.1%
ATLANTIC	MULLICA TWP	<b>MULLICA TOWNSHIP MIDDLE SCHOOL</b>	01-3480-025	05-08	46.1%	0%	18.2%
ATLANTIC	WEYMOUTH TWP	<b>WEYMOUTH TOWNSHIP ELEMENTARY SCHOOL</b>	01-5760-020	PK-08	50.3%	0%	22.1%
BERGEN	TEANECK TWP	<b>BENJAMIN FRANKLIN MIDDLE SCHOOL</b>	03-5150-060	05-08	36%	0.4%	27.5%
BURLINGTON	BEVERLY CITY	<b>BEVERLY CITY SCHOOL</b>	05-0380-025	PK-08	67%	2.4%	17.9%
BURLINGTON	MOUNT HOLLY TWP	<b>F. W. HOLBEIN MIDDLE SCHOOL</b>	05-3430-060	06-08	64.6%	0.4%	24.1%
BURLINGTON	RIVERSIDE TWP	<b>RIVERSIDE MIDDLE SCHOOL</b>	05-4450-070	06-08	54.2%	1.8%	18.7%
BURLINGTON	WILLINGBORO TWP	<b>WILLINGBORO MEMORIAL MIDDLE SCHOOL</b>	05-5805-057	06-08	60.7%	0.6%	19.9%
CAMDEN	BERLIN TWP	<b>DWIGHT D EISENHOWER MIDDLE SCHOOL</b>	07-0340-030	04-08	38.2%	1.7%	25.3%
CAMDEN	BROOKLAWN BORO	<b>ALICE COSTELLO ELEMENTARY SCHOOL</b>	07-0580-010	PK-08	57.5%	0%	14.6%
CAMDEN	CLEMENTON BORO	<b>CLEMENTON ELEMENTARY SCHOOL DISTRICT</b>	07-0880-010	PK-08	62.7%	1.8%	16.2%
CAMDEN	GLOUCESTER TWP	<b>CHARLES W. LEWIS MIDDLE SCHOOL</b>	07-1780-035	06-08	56.4%	2.8%	22.6%
CAMDEN	PINE HILL BORO	<b>PINE HILL MIDDLE SCHOOL</b>	07-4110-100	06-08	59.8%	0%	24.4%
CAMDEN	WINSLOW TWP	<b>WINSLOW TOWNSHIP MIDDLE SCHOOL</b>	07-5820-020	07-08	57.6%	0.3%	20.6%
CAPE MAY	LOWER CAPE MAY REGIONAL	<b>RICHARD M. TEITELMAN MIDDLE SCHOOL</b>	09-2820-060	07-08	53.6%	0.6%	23.5%
CAPE MAY	MIDDLE TWP	<b>MIDDLE TOWNSHIP ELEMENTARY #4</b>	09-3130-091	06-08	41%	0.4%	24.2%
CAPE MAY	WOODBINE BORO	<b>WOODBINE ELEMENTARY SCHOOL</b>	09-5840-050	PK-08	44.8%	1.1%	25%
CUMBERLAND	VINELAND CITY	<b>ANTHONY ROSSI MIDDLE SCHOOL</b>	11-5390-065	06-08	51.3%	2.5%	21.9%
GLOUCESTER	WEST DEPTFORD TWP	<b>WEST DEPTFORD MIDDLE SCHOOL</b>	15-5620-130	05-08	31.5%	0.5%	26.3%
HUDSON	BAYONNE CITY	<b>HENRY E. HARRIS #1</b>	17-0220-050	PK-08	59.1%	0%	16.3%

**SCHOOL PEER GROUP**

HUDSON  
BAYONNE CITY

GRADE SPAN PK-08

17-0220-040  
JOHN M. BAILEY #12  
75 WEST 10TH STREET  
BAYONNE, NJ 07002

HUDSON	BAYONNE CITY	JOHN M. BAILEY #12	17-0220-040	PK-08	65.5%	0%	14.6%
HUDSON	BAYONNE CITY	LINCOLN COMMUNITY SCHOOL #5	17-0220-070	PK-08	62.1%	0%	15.9%
HUDSON	BAYONNE CITY	WASHINGTON COMMUNITY SCHOOL #9	17-0220-120	PK-08	62.1%	0.4%	22.4%
HUDSON	BAYONNE CITY	WOODROW WILSON #10	17-0220-130	PK-08	66.5%	0%	11.3%
MERCER	EWING TWP	GILMORE J FISHER MIDDLE	21-1430-060	06-08	48.7%	2%	21%
MONMOUTH	EATONTOWN BORO	MEMORIAL MIDDLE SCHOOL	25-1260-070	07-08	48.2%	0.9%	20.8%
MONMOUTH	NEPTUNE TWP	NEPTUNE MIDDLE SCHOOL	25-3510-055	06-08	64%	1.7%	21.8%
OCEAN	LAKEHURST BORO	LAKEHURST ELEMENTARY SCHOOL	29-2500-050	PK-08	54.7%	1.8%	20%
OCEAN	PINELANDS REGIONAL	PINELANDS REGIONAL JUNIOR HIGH SCHOOL	29-4105-060	07-09	41.9%	0.8%	21.1%
UNION	RAHWAY CITY	RAHWAY 7TH & 8TH GRADE ACADEMY	39-4290-060	07-08	61.4%	3.3%	19.4%